



Delmae Elementary

1211 S. Cashua Drive
Florence, South carolina

| | | |
|-----------------------|-----------------------|--------------|
| Grades | K-4 Elementary School | |
| Enrollment | 788 Students | |
| Principal | Roy Ann Jolley | 843-664-8448 |
| Superintendent | Larry Jackson | 843-669-4141 |
| Board Chair | Porter Stewart | 843-669-6395 |

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| Year | Absolute Rating | Growth Rating |
|-------------|-----------------|----------------|
| 2008 | Average | Average |
| 2007 | Good | Excellent |
| 2006 | Average | Good |
| 2005 | Average | Below Average |
| 2004 | Good | Average |

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

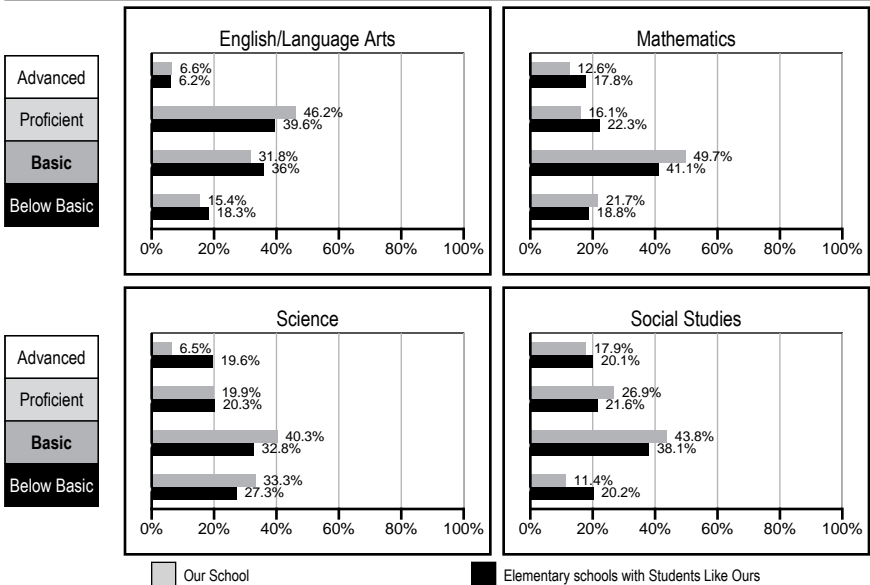
96.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 15 | 61 | 6 | 1 |

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

| | |
|-------------|---|
| Advanced | Exceeded expectations, Very high score, very well prepared to work at next grade level |
| Proficient | Met expectations, Well prepared to work at next grade level |
| Basic | Met standards, Minimally prepared, can go to next grade level |
| Below Basic | Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=788) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 3.6% | Up from 3.5% | 2.3% | 2.3% |
| Attendance rate | 96.3% | Up from 95.7% | 96.3% | 96.3% |
| Eligible for gifted and talented | 7.6% | Up from 5.9% | 12.3% | 10.4% |
| With disabilities other than speech | 7.1% | Up from 7.0% | 8.3% | 7.5% |
| Older than usual for grade | 1.6% | Up from 1.0% | 0.5% | 0.6% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=53) | | | | |
| Teachers with advanced degrees | 47.2% | Up from 43.4% | 56.0% | 56.7% |
| Continuing contract teachers | 79.2% | Up from 71.7% | 78.2% | 77.3% |
| Teachers with emergency or provisional certificates | 4.7% | Up from 0.0% | 0.0% | 0.0% |
| Teachers returning from previous year | 86.3% | Up from 85.4% | 87.1% | 86.4% |
| Teacher attendance rate | 97.1% | Down from 97.4% | 95.3% | 94.9% |
| Average teacher salary | \$41,772 | Up 4.7% | \$45,386 | \$45,345 |
| Professional development days/teacher | 15.5 days | Down from 16.5 days | 12.1 days | 12.6 days |
| School | | | | |
| Principal's years at school | 8.0 | Up from 7.0 | 3.0 | 4.0 |
| Student-teacher ratio in core subjects | 18.9 to 1 | Down from 19.8 to 1 | 18.9 to 1 | 18.5 to 1 |
| Prime instructional time | 92.3% | Up from 91.8% | 90.3% | 89.8% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | No Change | 100.0% | 100.0% |
| Character development program | Excellent | No Change | Excellent | Excellent |
| Dollars spent per pupil* | \$5,812 | Up 7.4% | \$6,499 | \$7,052 |
| Percent of expenditures for instruction* | 69.1% | Down from 72.6% | 69.5% | 69.1% |
| Percent of expenditures for teacher salaries* | 65.4% | Down from 68.3% | 65.7% | 64.2% |

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Delmae Heights Elementary School prides itself on being a school where “Kids and Character Count!” Our staff strives for academic excellence for all students through a program of instructional excellence which includes both staff development for teachers, and classroom instruction in the areas of ELA, Math, Science, Social Studies, and the related arts. In addition, our students receive instruction from certified teachers in both our science and computer labs as well as in the Media Center.

Students at Delmae also have many opportunities for enrichment including field trips, Drama Club, Chorus, Delmae Morning Page Show, Techno Kids Club, Science Club, Robotics Team, and Extended Day Programs. These activities along with the district’s gifted and talented programs, REACH and Horizons, provide additional opportunities for our students to excel in a variety of areas.,

Our school wide instructional emphasis includes data driven instruction, differentiated instruction based on data, and an increased use of technology to enhance instruction. A MSUI Coaching Initiative grant from the state has made provisions for a Math Coach. This coach provides training and support for our teachers as we continue to improve instruction in math. Several other staff members were also recipients of grants from EIA, PDIRA, and our own APT. In addition, three of our teachers are National Board certified and we have had four finalist in the district’s Teacher of the Year Program.

Character truly does count at Delmae! Our school-side character emphasis includes Character Counts Spotlights, Be Cool program, Terrific Kids program, Principal’s Pals recognition, Terrific Tuesday and Thoughtful Thursday. Students are also involved in many service projects throughout the year. These include Harvest Hope Food Drive, Relay for Life, Pennies for Patients, Jump Rope for Heart, and Operation Christmas Child.

Parent involvement is another important aspect of our school; our SIC and APT parent groups plan and carry out meetings, fundraisers, and other school events which build a sense of family and raise monies for educational, recreational, and beautification projects at our school. We are also a member of NNPS. This past school year, our annual SMART Night was featured in their Promising Practices Publication.

Community partnerships also play a role in our school. Our business partners include Lawn Dynamics, First Reliance bank, and Chic-Fil-A. Several joint activities are sponsored with these businesses during the year. Reading is Fundamental and the terrific Kids program are coordinated by two of the local Kiwanis Clubs.

All of these things– instruction, extracurricular activities, parent and community involvement, and character education– continue to educate the head, the heart, and the hands of our students while making Delmae a “Place Where Kids and Character Count!”

Roy Ann Jolley, Principal
Sandra Barfield, SIC Chairperson

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 43 | 113 | 74 |
| Percent satisfied with learning environment | 95.3% | 87.6% | 89.0% |
| Percent satisfied with social and physical environment | 90.7% | 85.0% | 93.2% |
| Percent satisfied with school-home relations | 93.0% | 88.4% | 90.3% |

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 17 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

| School Improvement Key | |
|------------------------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 5.0% | 1.8% |
| Classes in high poverty schools not taught by highly qualified teachers | 16.2% | 6.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 96.3% | 94.0% | Yes |

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

| | | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|-----|------|------|------|-----|-----|
| All Students | 313 | 100 | 15.4 | 31.8 | 46.2 | 6.6 | 62.6 | 49.1 | 48.2 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 164 | 100 | 20.4 | 36.1 | 36.7 | 6.8 | 55.1 | 43.1 | 41.7 | N/A | N/A |
| Female | 149 | 100 | 10.1 | 27.3 | 56.1 | 6.5 | 70.5 | 55.1 | 55 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 155 | 100 | 9.6 | 24 | 58.9 | 7.5 | 74.7 | 61.8 | 60 | Yes | Yes |
| African American | 138 | 100 | 22.8 | 43.9 | 30.9 | 2.4 | 46.3 | 35.7 | 31.7 | Yes | Yes |
| Asian/Pacific Islander | 7 | I/S | I/S | I/S | I/S | I/S | I/S | 80.2 | 70.4 | I/S | I/S |
| Hispanic | 6 | I/S | I/S | I/S | I/S | I/S | I/S | 53.3 | 38.4 | I/S | I/S |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 58.3 | 47 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 43 | 100 | 47.5 | 37.5 | 15 | 0 | 25 | 19 | 16 | No | Yes |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 38.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 7 | I/S | I/S | I/S | I/S | I/S | I/S | 51.6 | 36.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 158 | 100 | 23.6 | 37.9 | 35.7 | 2.9 | 48.6 | 36.9 | 34 | Yes | Yes |

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

| | | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 313 | 100 | 21.7 | 49.7 | 16.1 | 12.6 | 41.3 | 43.8 | 45.8 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 164 | 100 | 22.4 | 46.9 | 17 | 13.6 | 42.2 | 44 | 45.6 | N/A | N/A |
| Female | 149 | 100 | 20.9 | 52.5 | 15.1 | 11.5 | 40.3 | 43.5 | 45.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 155 | 100 | 13 | 47.3 | 21.9 | 17.8 | 54.8 | 58.1 | 59 | Yes | Yes |
| African American | 138 | 100 | 34.1 | 53.7 | 8.1 | 4.1 | 22.8 | 28.9 | 26.9 | No | Yes |
| Asian/Pacific Islander | 7 | I/S | I/S | I/S | I/S | I/S | I/S | 79.3 | 71.3 | I/S | I/S |
| Hispanic | 6 | I/S | I/S | I/S | I/S | I/S | I/S | 44.4 | 38.1 | I/S | I/S |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 50 | 46.2 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 43 | 100 | 50 | 50 | 0 | 0 | 10 | 18.4 | 17.1 | No | Yes |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 32.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 7 | I/S | I/S | I/S | I/S | I/S | I/S | 50 | 38.7 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 158 | 100 | 29.3 | 53.6 | 12.9 | 4.3 | 30 | 30.8 | 31.4 | No | Yes |

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | School Attendance Rate | District Attendance Rate |
|--|----------------------------------|----------|---------------|---------|--------------|------------|--------------------------------------|--|-------------------------------------|---------------------------|-----------------------------|
|--|----------------------------------|----------|---------------|---------|--------------|------------|--------------------------------------|--|-------------------------------------|---------------------------|-----------------------------|

Science

| | | | | | | | | | | | |
|----------------------------|-----|-----|------|------|------|-----|------|------|------|------|------|
| All Students | 219 | 100 | 33.3 | 40.3 | 19.9 | 6.5 | 26.4 | 33.1 | 35.7 | 96.3 | 95.8 |
| Gender | | | | | | | | | | | |
| Male | 110 | 100 | 38 | 36 | 18 | 8 | 26 | 36.6 | 37.4 | 96.1 | 95.6 |
| Female | 109 | 100 | 28.7 | 44.6 | 21.8 | 5 | 26.7 | 29.6 | 33.8 | 96.5 | 96 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 112 | 100 | 20 | 44.8 | 26.7 | 8.6 | 35.2 | 47.8 | 49.2 | 96.4 | 95.7 |
| African American | 96 | 100 | 51.1 | 38.6 | 8 | 2.3 | 10.2 | 18.4 | 17 | 96.2 | 95.8 |
| Asian/Pacific Islander | 5 | I/S | I/S | I/S | I/S | I/S | I/S | 66.7 | 58 | 97.2 | 97.9 |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 29.4 | 24.9 | 94.7 | 95.8 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 37.4 | 98.3 | 95.9 |
| Disability Status | | | | | | | | | | | |
| Disabled | 29 | 100 | 65.4 | 23.1 | 11.5 | 0 | 11.5 | 20.3 | 14 | 95.7 | 94.4 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 21.9 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 4 | I/S | I/S | I/S | I/S | I/S | I/S | 23.8 | 24.4 | 96.7 | 97.1 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 110 | 100 | 45.9 | 38.8 | 14.3 | 1 | 15.3 | 19.6 | 21.1 | 95.9 | 95.2 |

Social Studies

| | | | | | | | | | | | |
|----------------------------|-----|------|------|------|------|------|------|------|------|------|------|
| All Students | 221 | 99.6 | 11.4 | 43.8 | 26.9 | 17.9 | 44.8 | 29.3 | 34 | 96.3 | 95.8 |
| Gender | | | | | | | | | | | |
| Male | 120 | 99.2 | 12 | 43.5 | 26.9 | 17.6 | 44.4 | 33.7 | 36.6 | 96.1 | 95.6 |
| Female | 101 | 100 | 10.8 | 44.1 | 26.9 | 18.3 | 45.2 | 24.9 | 31.3 | 96.5 | 96 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 109 | 100 | 3.9 | 40.2 | 32.4 | 23.5 | 55.9 | 40.4 | 44.5 | 96.4 | 95.7 |
| African American | 98 | 99 | 20.9 | 48.8 | 20.9 | 9.3 | 30.2 | 17.1 | 19.1 | 96.2 | 95.8 |
| Asian/Pacific Islander | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 63.4 | 58.9 | 97.2 | 97.9 |
| Hispanic | 6 | I/S | I/S | I/S | I/S | I/S | I/S | 36.4 | 27.5 | 94.7 | 95.8 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 32.7 | 98.3 | 95.9 |
| Disability Status | | | | | | | | | | | |
| Disabled | 29 | 100 | 40.7 | 44.4 | 7.4 | 7.4 | 14.8 | 16.4 | 14.4 | 95.7 | 94.4 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 22.6 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 4 | I/S | I/S | I/S | I/S | I/S | I/S | 37.1 | 27.3 | 96.7 | 97.1 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 108 | 99.1 | 20 | 47.4 | 23.2 | 9.5 | 32.6 | 17.4 | 21 | 95.9 | 95.2 |

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced* |
|-----------------------|-------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------|
| English/Language Arts | | | | | | | | |
| 2007 | 3 | 131 | 100 | 10.1 | 31.9 | 46.2 | 11.8 | 58 |
| | 4 | 134 | 100 | 10.2 | 41.4 | 44.5 | 3.9 | 48.4 |
| | 5 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 3 | 186 | 100 | 14.7 | 31.2 | 46.5 | 7.6 | 54.1 |
| | 4 | 127 | 100 | 16.4 | 32.8 | 45.7 | 5.2 | 50.9 |
| | 5 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| 2008 | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| Mathematics | | | | | | | | |
| 2007 | 3 | 131 | 100 | 17.6 | 50.4 | 14.3 | 17.6 | 31.9 |
| | 4 | 134 | 100 | 17.2 | 38.3 | 28.1 | 16.4 | 44.5 |
| | 5 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 3 | 186 | 100 | 24.7 | 51.8 | 15.9 | 7.6 | 23.5 |
| | 4 | 127 | 100 | 17.2 | 46.6 | 16.4 | 19.8 | 36.2 |
| | 5 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| 2008 | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| Science | | | | | | | | |
| 2007 | 3 | 65 | 100 | 27.6 | 41.4 | 24.1 | 6.9 | 31 |
| | 4 | 134 | 100 | 20.6 | 33.3 | 23 | 23 | 46 |
| | 5 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 3 | 92 | 100 | 28.2 | 42.4 | 25.9 | 3.5 | 29.4 |
| | 4 | 127 | 100 | 37.1 | 38.8 | 15.5 | 8.6 | 24.1 |
| | 5 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| 2008 | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| Social Studies | | | | | | | | |
| 2007 | 3 | 67 | 100 | 13.3 | 55 | 30 | 1.7 | 31.7 |
| | 4 | 134 | 99.3 | 17.6 | 38.4 | 22.4 | 21.6 | 44 |
| | 5 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 3 | 94 | 98.9 | 14.1 | 51.8 | 25.9 | 8.2 | 34.1 |
| | 4 | 127 | 100 | 9.5 | 37.9 | 27.6 | 25 | 52.6 |
| | 5 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| 2008 | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |

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N/AV–Not Available

N/C–Not Collected

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I/S–Insufficient Sample